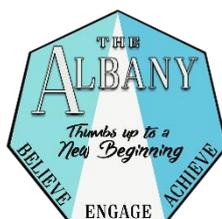


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Educational Visits Policy

Approved

Signature of Head of School:	
Date:	
Signature of Chair of SEMH LBG:	
Date:	
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Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes The Albany a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change
- Increased critical curiosity and resilience
- Opportunities for learning, making, creativity, developing learning relationships and practising strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants, not passive consumers, and a wide range of learning styles can flourish
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk-aware as opposed to risk-averse
- A greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments
- Improved awareness and knowledge of the importance and practices of sustainability
- Physical skill acquisition and the development of a fit and healthy lifestyle

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, The Albany

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC before planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidelines and requirements.

The Educational Visits Coordinator (EVC) is Emma Oxnam or Sue Elsom, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE before submitting them to the Assistant Head or Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher or Assistant Head has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. *Emma Oxnam as Staff Governor will seek approval from the governing body for any new adventurous activities.* Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role
- Supervision by senior staff on some educational visits
- Support for staff to attend training courses relevant to their role, where necessary

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience
- Previous relevant training
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency
- Knowledge of the pupils, the venue, and the activities to be undertaken

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1). Risk assessments for local visits must be recorded and updated on SharePoint and parental consent is obtained for these during the school application process
2. Day visits within the UK that do not involve an adventurous activity. These may be entered on EVOLVE and Risk Assessed on SharePoint and must be submitted to the EVC for checking at least 2 days in advance, and then forwarded to the Head for approval
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are entered on EVOLVE and then submitted by the Head to the LA for approval.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority or academy trust.

Educational Visits Checklist

Albany's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. The Albany's Educational Visits Checklist may be downloaded from EVOLVE Resources or see Appendix 3.

Parental Consent

The school obtains blanket consent at the start of each placement for activities that fall within the 'Extended learning locality' (see Appendix 1). Parents have the option of consenting through a traditional paper consent form.

Specific, (ie. one-off), parental consent must be obtained for all other visits, these are signed at the beginning of each pupils' placement. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Charging/funding for visits

The Albany does not require pupils or staff to pay for any of the educational trips or visits. Additional petty cash can be obtained for activities so that staff do not have to redeem monies.

Transport

The Albany minibuses are to be used for educational visits and staff must follow the minibus policy. The driver must do a pre-check of the vehicle and use the schools fuel card. Staff and pupils must follow the minibus behaviour policy (*Appendix 4*).

Use of staff cars to transport pupils – Please refer to the use of private vehicles policy

Other topics

Pupil Passports must be up to date with relevant risk assessments

Appendix 1 - Extended Learning Locality

Boundaries

The boundaries of the locality are within 20 miles of the school. This area includes the following frequently used venues:

- *Nowton Park*
- *Stonham Barns*
- *Local Supermarkets*
- *Bury Town Centre*
- *Etc.*

We use this extended area regularly for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic
- Other people/members of the public/animals
- Losing a pupil
- Uneven surfaces and slips, trips, and falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc)
- Use of the minibus or private cars

These are managed by a combination of the following:

- The Head, Assistant Head or EVC must give verbal approval before a group leaves on an ad hoc visit.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC on EVOLVE
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school
- There will normally be a minimum of two adults. However, decisions will be made based on the maturity and age of the pupils
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate management techniques
- Pupils have been trained and have practised standard techniques for road crossings in a group, staff will remind pupils of road safety
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum
- Pupils' clothing and footwear is checked for appropriateness before leaving school
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available
- Staff will sign out pupils and staff in the office

- A school or staff mobile is taken with each group and the office have a note of the number
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office)
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager at all times
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff
5. The visit leader/s and the base contact/s know to request support from the local authority and Academy Trust if an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either: An LA Emergency 'Card' (See EVOLVE resources) or An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from visit leaders
8. For visits that take place outside the 'extended learning locality', the visit leader will carry an LA Emergency 'Card' (see EVOLVE Resources).

Appendix 3

The Albany's Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

- | | | | |
|-----|---|--------------------------|--------------------------|
| 1. | Have the intended outcomes of the visit been identified? | <input type="checkbox"/> | |
| | | yes | |
| 2. | Is the visit appropriate to the age, ability and aptitude of the group? | <input type="checkbox"/> | |
| | | yes | |
| 3. | Has there been a suitable progression/preparation for participants before the visit? | <input type="checkbox"/> | |
| | | yes | |
| 4. | Does the visit comply with any guidelines specific to your Establishment? | <input type="checkbox"/> | |
| | | yes | |
| 5. | Does the visit comply with any specific LA guidelines? | <input type="checkbox"/> | |
| | | yes | |
| 6. | If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 7. | If using an external provider or tour operator, does the provider hold a LOfC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 8. | Are transport arrangements suitable and satisfactory? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 9. | If residential, have appropriate measure been taken to ensure the suitability of accommodation? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 10. | If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 11. | Has a pre-visit taken place? (normal procedure for most visits within the UK).
If not, have appropriate additional checks been made? | <input type="checkbox"/> | |
| | | yes | |
| 12. | Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). | <input type="checkbox"/> | |
| | | yes | |
| 13. | Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 14. | Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? | <input type="checkbox"/> | |
| | | yes | |
| 15. | Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? | <input type="checkbox"/> | |
| | | yes | |
| 16. | Are all support staff aware of and comfortable with their roles? | <input type="checkbox"/> | |
| | | yes | |
| 17. | Are all helpers aware of and comfortable with their roles? | <input type="checkbox"/> | |
| | | yes | |
| 18. | If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? | <input type="checkbox"/> | |
| | | yes | |

- | | | | |
|-----|---|--------------------------|--------------------------|
| 19. | Is insurance cover adequate? | <input type="checkbox"/> | |
| | | yes | |
| 20. | Does at least one member of staff know the participants that are being taken away, including any behavioural traits? | <input type="checkbox"/> | |
| | | yes | |
| 21. | Have participants been advised in advance about expectations for their behaviour?
If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff? | <input type="checkbox"/> | |
| | | yes | |
| 22. | Are participants aware of the nature and purpose of the visit? | <input type="checkbox"/> | |
| | | yes | |
| 23. | Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? | <input type="checkbox"/> | |
| | | yes | |
| 24. | Have all relevant details been issued? (eg. itinerary, kit lists, etc?) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 25. | Are staff aware of any medical needs and/or other relevant details of participants? | <input type="checkbox"/> | |
| | | yes | |
| 26. | Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 27. | Are staff aware of any relevant medical conditions of other staff/helpers within the group? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 28. | Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? | <input type="checkbox"/> | |
| | | yes | |
| 29. | Is a first aid kit (appropriate to the visit) available? | <input type="checkbox"/> | |
| | | yes | |
| 30. | Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained? | <input type="checkbox"/> | |
| | | yes | |
| 31. | For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 32. | Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? | <input type="checkbox"/> | |
| | | yes | |
| 33. | Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? | <input type="checkbox"/> | |
| | | yes | |
| 34. | Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 35. | If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 36. | A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 37. | Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 38. | Does any specialist equipment conform to the standards recommended by responsible agencies? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |

39. Have all financial matters been dealt with appropriately? yes
40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? yes
41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA? yes n/a

During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? yes
44. Do staff have sufficient funds to allow for any contingencies? yes n/a
45. Do staff have any relevant literature, worksheets, clipboards, etc? yes n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? yes
47. Are participant numbers being checked at appropriate times? yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) yes n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? yes n/a
51. If a rendezvous for the group has been arranged after some time, does each participant and member of staff know exactly where and when to meet? yes n/a
52. Do participants know what action they should take if they become separated from the group? yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
56. Has the group been debriefed and any relevant follow-up work completed? yes n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? yes

58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?
yes

59. Have all staff and helpers involved in the visit been thanked for their input?
yes

Appendix 4

The Albany Minibus contract

Name:

Date:

Rights

- Everyone has the right to be safely transported to and from their learning

Responsibilities

To keep everyone safe:

- Students need to sit where they are asked (Single-seat at the back of the bus by the door is for staff)
- Everyone must wear their seatbelt at all times
- Each person on the bus needs to speak with respect – no swearing or shouting
- All people travelling on the bus need to respect the people they are passing – no offensive language or gestures out of the bus
- Smoking is not permitted on the minibus
- Eating and drinking must be done responsibly – including dealing with your litter
- Windows must be used responsibly – no leaning out
- Music can be used responsibly and at a sensible volume, preferably with headphones – at the discretion of the driver

I agree to be responsible for the minibus by following these expectations.

Signed: